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ABSTRACT

This curriculum guide was developed for an introductory half-credit course in a series of two that deal with keyboarding skills for high schools and elementary grades in Manitoba. The course is designed to provide students with an introduction to the correct techniques of using a keyboard. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) seven units of study. The units cover getting started, keyboarding skills development, special keys, numeric keypad, document editing, document formatting, and composition. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 35 texts and an address for business education materials completes the guide. (KC)

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Introductory Keyboarding 15G

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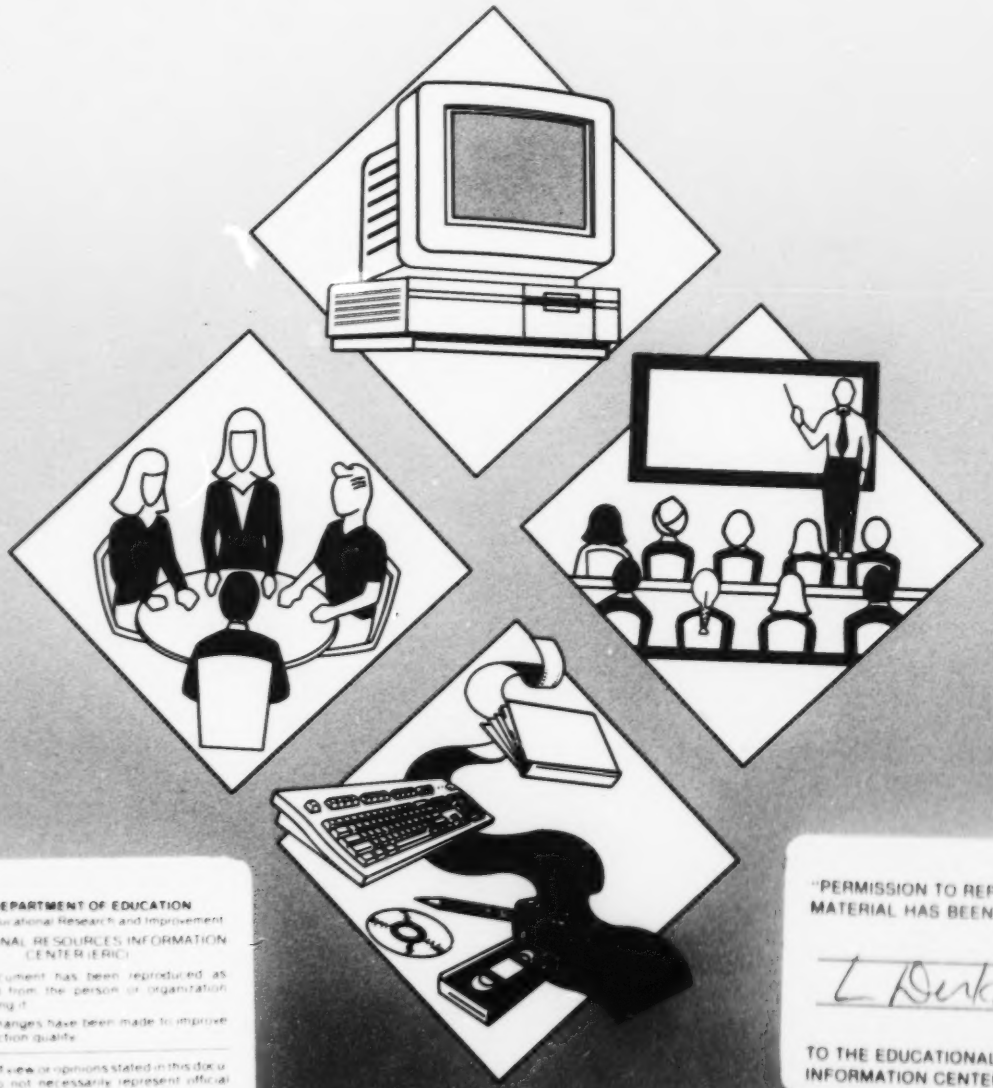

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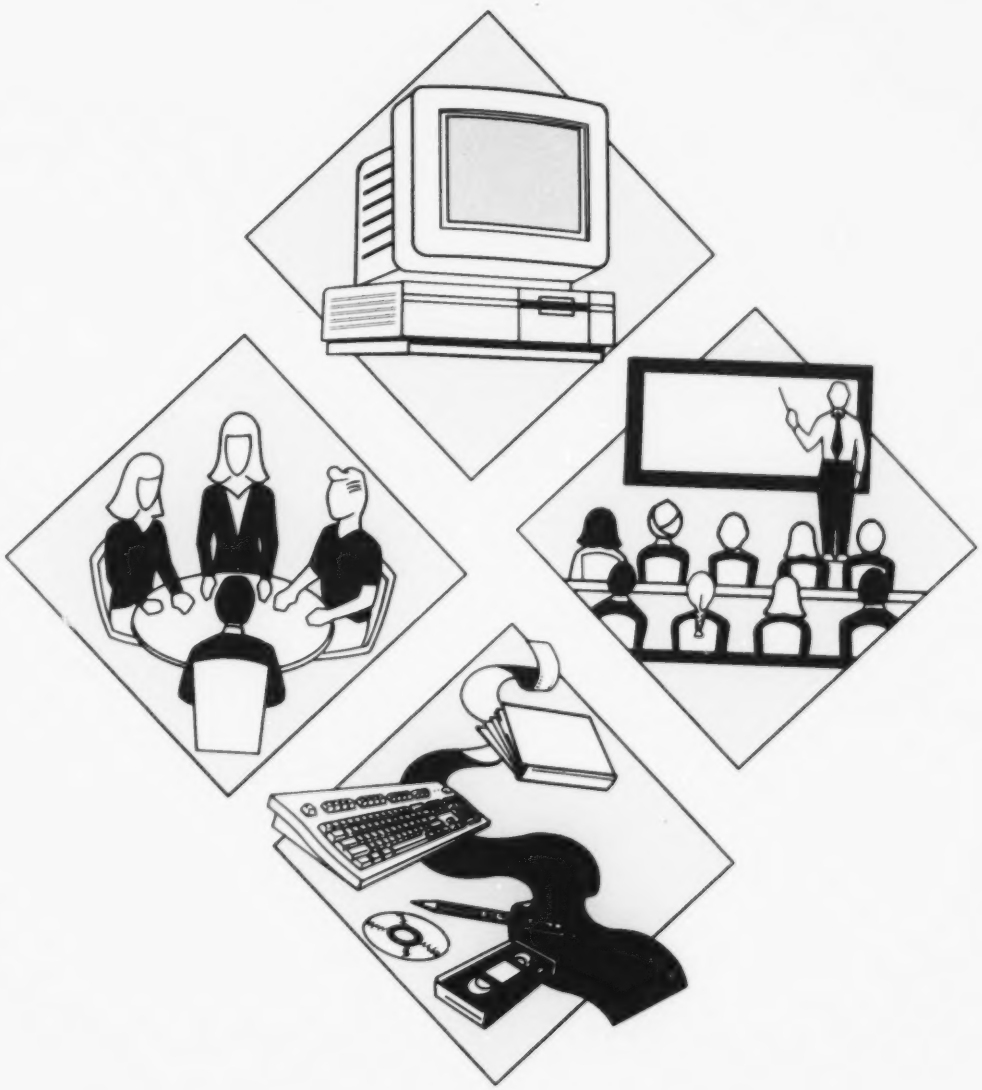

Interim Guide

Manitoba
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INTRODUCTORY KEYBOARDING 15G

This guide replaces, in part, the Typewriting 102, 202, and 302 guides of 1982, and becomes effective September, 1993. The contents have been developed as part of the review of the Business Education cluster of courses which are affected by computer technology.

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EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who are able to

Communicate

- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend, and use written materials, including graphs, charts, and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields, e.g., skilled trades, technology, physical sciences, arts and social sciences

Learn

- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who demonstrate

Positive Attitudes and Behaviours

- Self-esteem and confidence
- Honesty, integrity, and personal ethics
- A positive attitude toward learning, growth, and personal health
- Initiative, energy, and persistence to get the job done

Responsibility

- Ability to set goals and priorities in work and personal life
- Ability to plan and manage time, money, and other resources to achieve goals
- Accountability for actions taken

Adaptability

- Positive attitudes toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done – creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need people who are able to

Work with Others

- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

There is a growing concern that many young people do not see the direct relevance of what they are learning in school to their needs in later life. The Conference Board of Canada has identified the critical skills, qualities, and abilities that students will require to make a successful transition from school to work. These skills are developed through a variety of life experiences provided by parents, integrated educational approaches in schools, post-secondary institutions, actions that support skill development on the job, and formal and informal opportunities for updating skills throughout life.

RECOMMENDED PROGRAM PATTERNS

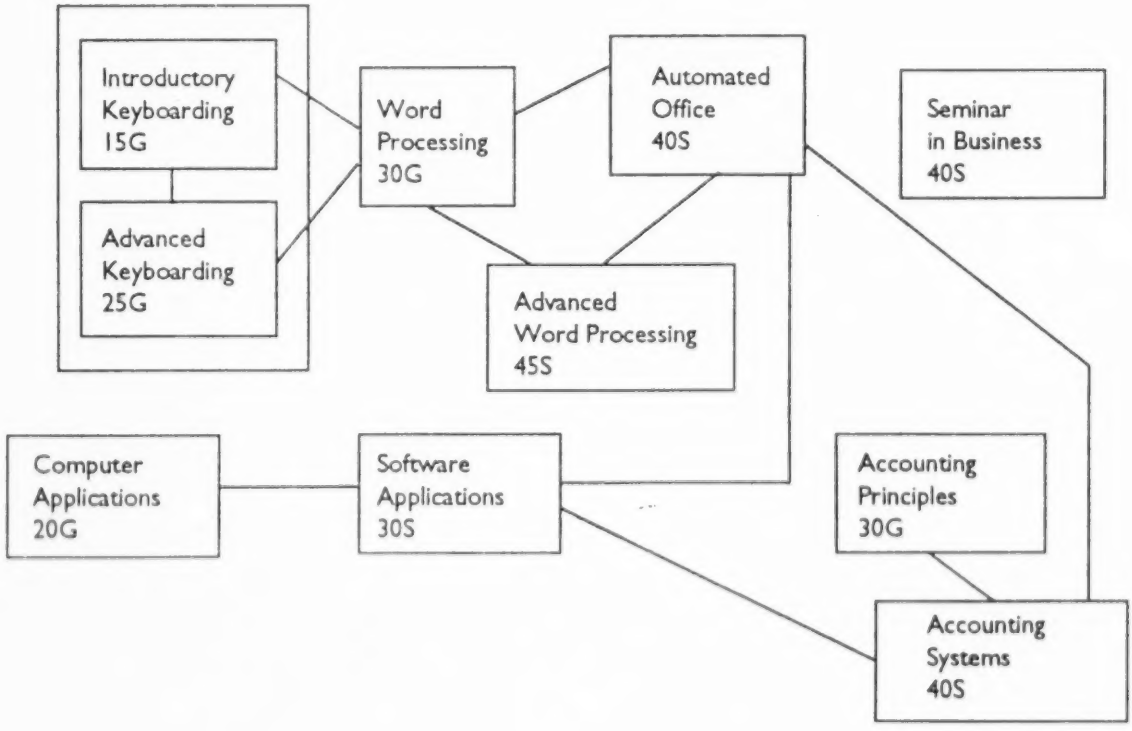
This flowchart is meant to provide schools with a recommended sequence of studies for the new Business Education courses. While the prerequisite to any course is at the discretion of the school, the skill development as shown in the flowchart is recommended. However, it is left to schools to schedule courses and to advise students based upon the educational readiness of individual students.

Exploration of Business 10G/15G*

General Business 20G/25G*
Retailing 20S

Business Principles 30G
Shorthand and Transcription 30S
Promotions 30S
Relations in Business 30S

Economics 40G
Law 40G
Shorthand and Transcription 40S
Management 40S
Marketing Practicum 40S



* Under development

RATIONALE

Introductory Keyboarding 15G is the introductory half-credit course in a series of two that deal with keyboarding skills. It is designed to provide students with an introduction to the correct **techniques** of using a keyboard. **Speed is not as important as accuracy. Introductory Keyboarding 15G** is recommended for all students, regardless of the intended use of their keyboarding skills. It is a half-credit course that may be used as a guideline to direct the learning of keyboarding skills at any grade level.

Whereas keyboards associated with computers are commonly found in the elementary grades, it is important that teachers integrate **Introductory Keyboarding 15G** wherever students use computers. It is recommended that school divisions solicit the advice of teachers trained in business education skills in implementing a division-wide keyboarding strategy.

The need for proficiency in using keyboards is evident in most occupations. Keyboards are the most common input devices to computers in control of communications, data management, industrial controls, scientific measurements, and personal computing. For these occupational and avocational reasons, keyboarding is a life skill which has value for all students irrespective of their goals, level of study, and school-based applications.

Introductory Keyboarding 15G has been prepared for the ninth grade (Senior 1) level. However, it is recognized that throughout the province, there exists a wide range of computer use in the schools. Some schools provide formal keyboarding instruction at the primary level. Some schools provide no formal instruction, but provide access to computers at an early stage.

Introductory Keyboarding 15G is an introduction to keyboarding designed to teach proper keyboarding techniques to students at any grade level to enable them to keyboard with accuracy and speed. Once the keyboard has been mastered, students then compose, develop and keyboard documents appropriate in difficulty to their grade level.

If students are taking formal keyboarding instruction before Senior 1, because computers are available in primary grades, **Introductory Keyboarding 15G** is recommended as a guideline for instruction. If students require their first introduction to keyboarding skills at the secondary level, **Introductory Keyboarding 15G** is recommended for Senior 1.

The following guidelines for the development of keyboarding skills are recommended

Grades K-3

- K-3 has a unique role to play in the development of keyboarding skills.
- This level of schooling should emphasize the keyboarding experience as one of **personal growth** rather than keying competence, without the exclusion of either.
- Software may provide good value in support of proper techniques implemented by the teacher.
- Whole group lessons should be limited, and an ongoing **classroom activity centre concept** should be used. However, it is essential that monitoring and reinforcing correct techniques be strictly adhered to in the spirit of the project goal.
- Teachers would benefit from formal **in-service** instruction on the highlights of how to teach keyboarding. At this level, **posture, positioning of hands, stroking techniques** and **reaches** are the most important factors.
- Applications software have little **relevance** for these students. Rather, one needs to pay close attention to the wide variance among children, with regard to reading levels and general readiness (let alone keyboarding skill) before moving to word processing.
- **Short periods**, of 15 minutes, are ideal for this level.
- A clear definition of the **purpose of keyboarding K-3** needs articulation.

Grades 4-5

- The **acquisition of keyboarding skills** should be the sole use of computer/ keyboarding time.
- The keyboarding specialist (Business Education teacher) would be best advised to take considerable leadership in **training students and/or in-servicing staff** in the proper use of techniques.
- Emphasis should be placed upon **drill, rhythm, touch typing,** and **instant feedback** to have students become proficient.
- A target of about 20 words-a-minute, net, should be set.

- Software should only be used to **reinforce and provide variety**, not for developmental purposes at the expense of qualified instruction.

- The classroom, for this purpose, should be arranged in rows or pods so that **multisense learning** can occur.

- Training for **numerics on the 10-key pad** configuration should be taught.

- A clear definition of the purpose for **keyboarding in grades 4-5** needs articulation.

Grades 6-8

- **Word processing software** should be introduced for formatting, manipulation, editing, and applications **only if keyboarding skills are up to standard.**

- Regular classroom **teachers should focus on keyboarding** techniques (drill, rhythm, touch typing, and feedback) more than on the application.

- The use of computers should always **focus on keyboarding techniques** rather than outcomes, in terms of student evaluation **at this level.**

- The regular classroom teachers at this level should receive **in-service training** to develop strong monitoring, specific classroom management techniques, and valid evaluation criteria for keyboard skill development.

Senior 1

If **Introductory Keyboarding 15G** is the student's first introduction to keyboarding, use the guide in its entirety. Where a student arrives at Senior 1 with keyboarding skills, it is up to the teacher to determine if the student should take an advanced course of study, i.e., **Advanced Keyboarding 25G** or **Word Processing 30G**.

The ideal plan would have K-3 experiences for "personal" development and familiarization, and grades 4-5 being that point at which "touch typing" techniques are learned in a concentrated manner **before** applications are learned (word processing) in grades 6-8.

If "keyboarding" skill is desired, then a far more concentrated effort is needed in terms of skill development at the grade 4 or 5 level. Sufficient time is necessary — a mini-course, with daily time on the task.

EVALUATION

Introductory Keyboarding 15G has three main purposes. Students will be taught to

- use the **correct fingers** upon keying data
- develop a "touch" keying skill without the need to watch one's hands on the keyboard
- format and edit simple data entry

Recognizing the learning theories associated with motor skill development, periodic testing is recommended for strengthening the value of feedback and achievement. Student achievement is usually a matter of kinesthetic response development, and is usually observed to be developed in stages.

In **Introductory Keyboarding 15G, speed is not as important as accuracy**. The evaluation system employed should reflect this as well as the three main purposes mentioned above. This course is meant to provide students with an introduction to the keyboard. Vocational standards are not part of this course, and are reserved for the **applications** of the keyboarding drill.

The emphasis in evaluation should be on proper keyboarding techniques, accuracy, and speed. Evaluation for accuracy should be a maximum of one error per minute. Students should be able to keyboard at a rate of 25-30 words per minute.

Guidelines for Evaluation

Keyboarding Skills Development:		60%
Technique	20%	
Accuracy/Speed	30%	
Numeric Keypad	10%	
Document Editing and Formatting:		15%
Composition:		25%
		100%

TIME ALLOTMENTS

Introductory Keyboarding 15G is a **half-credit** course that has been developed and approved by Manitoba Education and Training, for general purposes. It represents 55-60 hours of instruction.

The following guidelines for time allotments are recommended

UNITS	HOURS
1. Getting Started	2
2. Keyboarding Skills Development	25-30
3. Special Keys	2
4. Numeric Keypad	5
5. Document Editing	4
6. Document Formatting	4
7. Composition	15
	57-62

GOALS AND OBJECTIVES

Goals

- To introduce students to the components of a keyboarding work station.
- To provide students with basic skills in keyboarding.
- To introduce students to special character keys, and function keys on the keyboard.
- To provide students with correct skills in using the numeric keypad.
- To teach students error correction and adjustments.
- To have students format a simple document correctly.
- To have students compose and problem solve at the keyboard.

Objectives

UNIT 1: GETTING STARTED

Work Station Organization

Students should be able to

- identify the parts required to operate the equipment to be used

- identify ergonomic factors related to productivity performance

UNIT 2: KEYBOARDING SKILLS DEVELOPMENT

Keying Techniques (Stroking)

The student should be able to

- demonstrate correct posture
- demonstrate proper finger placement and movement
- demonstrate touch keyboarding

Keyboard Basics

Students should be able to

- demonstrate alphanumeric touch keyboarding

Skill Building

The student should be able to

- operate the keyboard with proficiency

UNIT 3: SPECIAL KEYS

Special Character Keys

The student should be able to

- demonstrate special character touch keyboarding

Function Keys

Students should be able to

- identify the location and purpose of the function keys

UNIT 4: NUMERIC KEYPAD

Numeric Entry

Students should be able to

- demonstrate touch digit entry on the numeric keypad

Skill Building

Students should be able to

- operate the numeric keyboard with proficiency

UNIT 5: DOCUMENT EDITING

Proofreading and Editing

Students should be able to

- proofread effectively and make required edits

Skill Building

Students should be able to

- proofread and edit a document meeting all mailable standards

UNIT 6: DOCUMENT FORMATTING

Character Building

Students should be able to

- identify and demonstrate character formats

Paragraph Formatting

Students should be able to

- identify and demonstrate paragraph formats

Skill Building

Students should be able to

- manipulate character and paragraph formats (with proficiency)

UNIT 7: COMPOSITION

Composition Skills

Students should be able to

- compose directly at the keyboard

Skill Building

Students should be able to

- compose a mailable document corresponding in difficulty with the grade level

INTRODUCTORY KEYBOARDING 15G

UNIT 1: GETTING STARTED

GOAL: To introduce students to the components of a keyboarding work station.

OBJECTIVES	METHODS
1.0 **Work Station Organization** Students should be able to	
1.1 identify the parts required to operate the equipment to be used	Consult the equipment manuals for the basics of machine operation.
1.2 identify ergonomic factors related to productivity performance	Ergonomic factors are • keep work area clear of unnecessary papers • height of the chair and distance from the keyboard should be comfortable • adjust screen (if applicable) for easy reading — lighting should be appropriate • working materials should be placed to the right of the keyboard either at an angle, flat or upright

UNIT 2: KEYBOARDING SKILLS DEVELOPMENT

GOAL: To provide students with basic skills in keyboarding.

OBJECTIVES	METHODS
1.0 **Keying Techniques (Stroking)** Students should be able to	
1.1 demonstrate correct posture	Position chair approximately the length of your hand from the keyboard. Centre body opposite the J key. Adjust chair to the most comfortable position. Place feet in front of you on the floor. Relax elbows by your side.
1.2 demonstrate proper finger placement and movement	Fingers should be slightly curved and rest lightly on the home row keys. Palms and wrists should not touch the keyboard.
1.3 demonstrate touch keyboarding	Keep eyes on the copy being keyed.

UNIT 2: KEYBOARDING SKILLS DEVELOPMENT (CONT.)	
OBJECTIVES	**METHODS**
2.0 **Keyboard Basics** Students should be able to 2.1 demonstrate alphanumeric touch keyboarding	Illustrate spacebar and return/enter key locations. Teach home row keys. Introduce additional alpha and numeric keys as appropriate — simultaneously or nonsimultaneously. Eyes on the copy must be reinforced constantly.
3.0 **Skill Building** Students should be able to 3.1 operate the keyboard with proficiency	Review all previously taught keys as a warmup drill for each class. Provide both speed and accuracy building practice with various keyboarding activities. Printed or handwritten materials may be used for practice. Varying lengths of timings may be incorporated into daily practice.

UNIT 3: SPECIAL KEYS

GOAL: To introduce students to special classroom keys, and function keys on the keyboard.

OBJECTIVES	METHOD
1.0 **Special Character Keys** Students should be able to 1.1 demonstrate special character touch keyboarding	Special characters and function keys are not located in the same place on all machines — use the appropriate fingers according to the location of the keys.
2.0 **Function Keys** Students should be able to 2.1 identify the location and purpose of the function keys	Use the appropriate fingers according to the location of the keys.

UNIT 4: NUMERIC KEYBOARD

GOAL: To provide the student with correct skills in using the numeric keyboard.

OBJECTIVES	METHOD
1.0 **Numeric Entry** Students should be able to 1.1 demonstrate touch digit entry on the numeric keypad	Introduce home row numeric keys using a lefthand or righthand approach – 4, 5, 6 – 7, 8, 9 – 1, 2, 3, 0 Review all previously taught keys as a warmup drill for each class.
2.0 **Skill Building** Students should be able to 2.1 operate the numeric keyboard with proficiency	Provide addition, subtraction, multiplication and division exercises as reinforcement for touch keyboarding techniques.

UNIT 5: DOCUMENT EDITING

GOALS: To teach the student error correction and adjustments.

OBJECTIVES	METHOD
1.0 **Proofreading and Editing** Students should be able to 1.1 proofread effectively and make required edits	Introduce proofreaders' marks.
2.0 **Skill Building** Students should be able to 2.1 proofread and edit a document meeting all mailable standards	Mailable Standards: error free in all aspects – keyboarding – spelling – composition – grammatical – punctuation

UNIT 6: DOCUMENT FORMATTING

GOAL: To have students format a simple document correctly.

OBJECTIVES	METHOD
1.0 **Character Formatting** Students should be able to 1.1 identify and demonstrate character formats	Character formats emphasize text by changing appearance and/or size. Character format examples – bold – italics – underline – single/double – superscript – subscript
2.0 **Paragraph Formatting** Students should be able to 2.1 identify and demonstrate paragraph formats	Paragraph formats emphasize text by changing the style. Paragraph format examples are – left alignment – centre alignment – right alignment – justified alignment – first line indent – left and right indent – right indent – hanging indent – double space

UNIT 6: DOCUMENT FORMATTING (CONT.)	
OBJECTIVES	**METHOD**
3.0 **Skill Building** Students should be able to	
3.1 manipulate character and paragraph formats (with proficiency)	Have students format simple documents within prescribed timelines.

UNIT 7: COMPOSITION

GOAL: To have students compose and problem-solve at the keyboard.

OBJECTIVES	METHOD
1.0 **Composition Skills** Students should be able to 1.1 compose directly at the keyboard	Composition drills should begin with words and progress to sentences and paragraphs.
2.0 **Skill Building** Students should be able to 2.1 compose a mailable document corresponding in difficulty with the grade level	Apply mailable standards as introduced in UNIT 5.

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RESOURCE

For current materials that can be used in the business education classroom, obtain a membership ($20 fee) in the

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